This week’s exercises will look at the various ways of discovering and retrieving relevant information by means of:

a) an online database concerning the early days of Sydney as a convict colony;

b) a controlled vocabulary.

Pre-tutorial reading:


Bring your notes on the web site to the lab.

Lab component:

Working in pairs,


2. Choose either the list of questions headed ‘Who came to Australia?’, or the one headed ‘Who was the youngest convict?’, and try to answer them using the database. These lists are reprinted below for your convenience.
You may want to review the page that explains how to search the First Fleet Online database ([http://cedir.uow.edu.au/programs/FirstFleet/search.html](http://cedir.uow.edu.au/programs/FirstFleet/search.html)) before going to either the Simple or the Advanced Search page.

3. Which questions have you been able to answer? Which are you unable to answer?
   - Can you find answers by means of other sources of information at the web site?
   - Based on what you’ve found in the database, and comparing it with ASOC classification scheme from last week, in what ways do you think the criminal code in Australia has changed since the time of the First Fleet?
4. If there is still time, try to answer the list of questions headed ‘How Useful is a History Database?’ (like the lists under point 2, these questions can be found at http://cedir.uow.edu.au/programs/FirstFleet/questn.html).

**Tutorial component:**

Listen to the tutorial presentations for this week, and participate in the group discussion that follows.

Working in groups of four or five,

1. Convert the terms in point 3 below into a hierarchical schema and thesaurus for “People”. Note that in this exercise, unlike your first assignment, there are **multiple** facets involved.

2. You will need to begin by grouping related terms together and identifying the facet involved. Where necessary, create your own sub-headings to identify the groupings you have chosen:

   **Eg PEOPLE**

   By Gender (or By Sex):
   
   - male
   - female

3. Use the following conventions in the thesaurus when applicable: related terms, narrow terms, broad terms, use for and scope notes (if required).

4. Here are the terms that need to be grouped: elderly, active, small (body frame), labourers, large (body frame), male, infants, middle-aged, inactive, female, athletes, triathletes, sedentary, high-jumpers

When you have finished, discuss your findings with the whole tutorial. In what sort of circumstances would the thesaurus and hierarchical classification that you have constructed prove useful? Would there be any advantages in using the approach to facet classification discussed at the end of last week’s reading by Hunter?